International Journal on Integrated Education

https://journals.researchparks.org/index.php/IJIE

e-ISSN : 2620 - 3502
p-ISSN : 2615 - 3785

Development Ways of the Idea of Forming Ecological Culture among Students of the Republic of Karakalpagistan

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Abstract: In the article, the trends of eco–enlightenment in higher educational institutions in the Republic of Karakalpakstan. Based on the ethno–ecological traditions of the Karakalpaks, the chronology of the development of ecological enlightenment and culture and the main trends of the mythological views on ecological education in the earliest times are highlighted.

Keywords: World, sustainable, Island, sea, degradation, person, society, ecology, culture, formation, problem, philosophical, pedagogical, student youth, content, technology, trend.

INTRODUCTION. One of the main principles of sustainable human development should be considered as a priority of environmental education for all layers of society and the younger generation. The primary school is the most important link of the continuous environmental education system, where the grounds for a conscious and responsible attitude to the natural environment as a social and personal value should be created. But this is possible only if teachers are properly trained.

It is important to increase the ecological culture of the population, to increase the level of transparency of the activities of state bodies in the field of environmental protection, and to strengthen the role of civil society. In this regard, the development and adoption of the National Action Plan for the implementation of the Paris Agreement on climate change in Uzbekistan, strategies for the transition to a "green" economy of Uzbekistan in 2019–2030, in the period up to 2030 It requires the formation of a new state management system in the field of environmental protection and the need to improve the formation of environmental culture among students serving this purpose in order to achieve the goals of preventing environmental disasters in the field of sustainable development.

THE MAIN PART. President Sh.M.Mirziyoev Preservation of our nature, keeping water, air and environment clean should become a culture and practical action of the residents of every neighborhood in the coming year. In this regard, in order to change the current situation in a positive direction, we will strengthen our efforts to protect ecology and the environment, in particular, our work within the national project "Green Space" [1].

One of the main principles of the sustainable development of humanity in the 21st century should be considered a priority of environmental education for all layers of society and the younger generation. The primary school is the most important link of the continuous environmental education system, where the grounds for a conscious and responsible attitude to the natural environment as a social and personal value should be created. But this is possible only if teachers are properly trained. In this regard, it is proposed to implement a special program on the active involvement of young people in the establishment of a "green economy" based on the initiative of our President. It was pointed out that this will create a great opportunity to create a culture of consumption of "green", i.e., ecologically clean products in the future [2].

In order for students' knowledge, skills and qualifications to meet the criteria of training a

e-ISSN : 26203502
p-ISSN : 26153785

modern highly qualified specialist, it is necessary to organize the process of their formation, strengthening and improvement in such a way as to ensure the fulfillment of requirements. principles of strength and systematic training. In the implementation of these problems, the solution of problems, which is an integral part of the educational process, plays an important role, in the implementation of the interdisciplinarity of special, general technical and general education, problem solving has great opportunities, because one or another production technique and technology is consciously assimilation is possible only on the basis of the knowledge acquired in the educational process.

In teaching practice, a learning task is usually called a subproblem, which is generally solved using logical deductions, mathematical operations, and experiments based on laws and methods used in the relevant field of science or technology.

We briefly show the main rules that the teacher should take into account when organizing his activities and the activities of students in solving problems.

It is known that the highly effective mental activity of students is closely related to educational tasks, the process of solving it is characterized by great mental stress, it requires independent research, thinking and proof from the student. It is in the process of solving the problem that the necessary qualities of technical thinking are formed in students, hard work, inquisitiveness of the mind, independence in thinking, interest in learning, will and determination in achieving the goal are cultivated [3].

It should be noted that teaching the student to solve problems is not the goal of learning in itself. In the educational process, setting a problem in the classroom and creating a problem situation; communicate new knowledge; formation of practical skills and qualifications; checking the depth and solidity of knowledge, strengthening, summarizing and repeating the material; get acquainted with scientific and technical achievements in this field; development of students' creative abilities and other tasks are used.

The ability to apply knowledge in practice is an indicator of their awareness and strength. However, even if students have mastered the theoretical material of the subject well, they are not always able to apply their knowledge in practice – they need to be taught this specifically, and this can be done especially effectively when solving problems.

In order to solve these problems in practical pedagogical activity, it is necessary to distinguish the main types and types of tasks. Carrying out this type of classification is important, first of all, because it gives a reason to raise the issue of using a systematic approach to the process of learning to solve problems by the teacher.

The systematic approach allows to organically combine analysis and synthesis in the process of solving qualitative and quantitative problems in a modern form, to build a generalized model of the system of problems and models of various types of problems, to take into account the dynamics of the system.

Currently, there is no uniform classification of tasks in methodological literature. However, the analysis of the pedagogical process shows that the tasks in teaching practice differ from each other mainly according to the level of generality [4].

We use the following rules as preliminary rules to reveal the methodological features of teaching students to solve problems.

The level of assimilation (reproductive). Educational tasks of this type should meet the following didactic condition: the formation of skills of professional importance should be carried out in a close unity of conditional and real.

Level of assimilation (stereotypic) situational tasks that require analysis of a certain typical production situation, understanding of the laws of the phenomenon described in the task, the ability to use previously learned material on the subject to solve the problem, representation of

e-ISSN : 26203502
p-ISSN : 26153785

mathematically used patterns, etc. These types of tasks require the student to independently process knowledge in relation to the task conditions and contribute to a deeper mastering of the material.

Level of assimilation (integrative). Tasks include the description of a situation whose condition is less familiar than the one described in the textbook or the situation considered in the lesson[5]. To solve such problems, it is necessary to transfer knowledge from one subject to another. The process of solving such problems requires a lot of mental effort, independent research, reasoning, and evidence.

Level of assimilation (problem–finding). tasks that can use knowledge. In the process of solving them, students get into a problem situation, which is changed by reformulating the problem.

Absorption rate (research and design). It is closest in formulating the tasks faced by the engineer in production activities. It should be noted that creative tasks are called conditional, because they give a new result not objectively, but subjectively, but they are of great importance for the development of students' creative abilities and technical thinking. These tasks are divided into two main types: "Why?", "How to do it?" "research" that requires an answer to the question.

An important problem of the teaching methodology is the classification of each type of task by type. Such a classification is important not only for theory, but also for teaching practice, because it allows the teacher to fully use tasks as a means of teaching students, to avoid one–sidedness in them, taking into account the specific features of the educational discipline. selection, rational use of their types and types in certain educational conditions. Within each type of tasks, they can be divided into separate types according to the expression of the condition.

Qualitative tasks (tasks–questions). Their distinguishing feature is that the conditions of the problem focus students' attention on the nature of the phenomena and processes under consideration [6]. Solving such issues, as a rule, orally, with logical conclusions based on the rules and laws of the relevant science**.**

Searching for a reasonable answer to the question of the quality problem forms the ability to observe, think logically, analyze phenomena, and apply theoretical knowledge on the subject to explain phenomena. Therefore, taking into account qualitative tasks, it is recommended to start tasks on the material that has just been studied.

Many teachers solve these problems with students as an illustration of practical application in the production of studied phenomena. It enlivens the presentation of theoretical material, activates the attention of students. Tasks and questions can be used both in oral tests of knowledge and in written tests. For written tests, it is recommended to use tasks whose answers can be represented by a simple drawing or diagram [7]. To save reading time, we recommend using possible forms of answers when solving quality problems.

Quantitative tasks. For quantitative (calculation) problems, it is characteristic that the answers to the questions asked in them can be obtained only with the help of mathematical operations and calculations. Similar tasks are presented in almost all textbooks on special subjects, they are often solved in the classroom and given to students at home. It is necessary to consciously study laws, concepts, quantities and their relationships, as well as to introduce students to one of the methods of studying technical phenomena – mathematical analysis, tasks that require the use of many patterns, mainly educational should be solved in order to repeat the material, deepen students' knowledge and expand their ideas [8].

Students who are accustomed to start solving a problem with a detailed analysis of the technical phenomena and processes that make up its content will benefit greatly from computational problems. Therefore, computational problems should not be contrasted with qualitative problems with the correct solution method, because the basis for solving both problems is the ability to understand the essence of the studied phenomena, processes, rules, laws and apply them in

e-ISSN : 26203502
p-ISSN : 26153785

practical activities.

Experimental problems. Problems that serve as a means of determining the quantities necessary for the solution of the experiment, answer the question posed in the problem, or are a means of checking the calculations made according to the condition.

The difference between experimental assignments and practical laboratory work is that the main goal of the latter is to acquire important professional knowledge, skills and abilities based on the theoretical knowledge acquired by students. They are already being used and developed in the process of solving experimental problems.

Pedagogical work practice shows that along with the use of methodological and educational literature, a large number of teachers prepare assignments independently. There are some recommendations to consider when doing this type of work.

Practical tasks should have production value. The content of the task should correspond to the level of knowledge of the students at the time of acquiring environmental knowledge, solving the problem should not require complex mathematical calculations in order not to hide the main technical content. Tasks should be chosen in such a way that their solution forms general methods of solving large–scale problems of this type for students.

The types of educational tasks used in the unit should represent a certain system that corresponds to the selected methodology, the level of development of the students' technical thinking, and meets the educational goals.

When preparing for classes on this topic of the program, the teacher selects tasks and determines the sequence of solving them. The main requirement of the selection is the gradual complexity of the relationships between the quantities and concepts describing the process or phenomenon described in the problems.

It is recommended to start solving problems on a topic or specific issue with practice problems, expressing the condition in different ways. The "weight" of each type of task is primarily determined by the specific characteristics of future production activities reflected in the content of a special educational discipline, as well as the teacher's goals for the lesson.

Then there are more complex situational tasks that require calculations:

tasks of transferring selected knowledge from one field of science to another with an increasing number of connections between the studied quantities and concepts describing the studied production process, etc.

The most complex tasks can fill the system of tasks on this topic.

It is necessary that each selected assignment makes a certain contribution to the improvement of students' knowledge, deepens the understanding of the connections between the studied subjects, concretizes the concepts and reveals their new features, and teaches how to use the acquired knowledge in production. .

A problem–solving process is a system of changing the conditions of a problem in order to achieve what is desired. Indeed, in most cases, problem solving is the process of transforming some initial state into some final (required) state.

The analytical method consists in dividing the given problem into several simple problems. Thus, the solution begins with the search for a desired value or a pattern that answers the question of the problem. If, in addition to the unknown value that is being sought in the formula expressing this law, another law is found that connects it with those known from the condition. This is done until the desired value is fully expressed in terms of the known ones.

The synthetic method consists in explaining the relationship between the quantities given in the condition of the problem, with others, until the desired quantity enters the equation as one unknown. Thus, problem solving with a synthetic method, in contrast to an analytical method,

e-ISSN : 26203502
p-ISSN : 26153785

begins not with the desired value, but with the analysis of available data and the relationships between them.

It is legal to use both methods in teaching practice, but from a didactic point of view, they have their own characteristics. If the correct starting formula is found, the use of the analytical method will immediately lead students to the goal, without delaying their attention at intermediate stages.

The synthetic method of solving problems allows to consider in detail the intermediate stages of solving, quantitative characteristics of quantities, their sizes and names. It is closer to students' concrete form thinking, and therefore students involuntarily turn to it when solving a problem, while the analytical method should be specially taught, because its use depends on the level of logical thinking of students, their general education and general technical preparation. sets slightly higher requirements. It is preferable to use this method at the final stage of learning science sections.

CONCLUSIONS. As a rule, the considered methods are not used in their pure form in teaching practice, usually both are used at the same time, because analysis and synthesis are inseparable in the process of thinking. In the synthetic method, the elements of analysis are necessarily, and sometimes in a hidden form. On the contrary, one analytical method without synthesis does not lead to solving the problem.

In order to achieve the main goal of ecological education – the formation of ecological culture, it is possible to highlight the pedagogical conditions of the integrated program of vertical and horizontal development of environmental education of students. In this regard, it is necessary to constantly update and revise work programs. It is desirable to introduce a compulsory "Ecology" subject, as well as integrated ecological courses.

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